Augmented Reality Lesson Plan Template

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| Target Audience/Age Group | * CA students enrolled in the CA professional program * These would be recent BComm graduates therefore their average age is probably 21-23 |
| Learning Goals/Curricular Outcomes | * Take the accounting knowledge they’ve learnt at university and make sure they know how to apply it to real-life scenarios * Development and demonstration of problem-solving and critical thinking skills * Opportunity to put the student in different roles * This specific context would be develop students application of auditing methodology in the role of an external auditor |
| Augmented Reality Technology Selected | * Develop a digital game similar to Aspire (described in my week 1 task) |
| Instructional Design Theory Selected | * Digital Game-Based Learning Environments |
| Lesson Description | The lesson would focus around the playing of a digital game whereby the students are put in the role of an external auditor working on an audit. The game would be developed using the 12 principles for the development of good game-based learning environments. |
| Reflection  -How will AR improve this lesson’s outcomes?  -How have you incorporated one of the three suggested Instructional Design Theories | Implementation of the 12 principles in the design of the digital game   1. Scaffolding  * The game should include just-in time support (thinking of including pop-boxes that students can click on for more information) * The game would also I include a tutorial at the beginning so that students would know how to navigate the game * Instructions would be provided at the beginning of each scenario to lay the scene and guide the student  1. Problem-driven activities  * The first problem presented in the scenarios would be fairly basic and as the student progressed, so would the difficulty and complexity of the problems  1. Exploration  * This is a key feature that I would like to implement as I’m really trying to get at the development of critical thinking skills. As such, I want to provide the student with many options so that there isn’t one clear path for them to take, they need to stop and think about what they should do and in what order (kind of like a choose your own path book). This will provide students with an opportunity to explore and to develop their decision-making skills  1. Context  * The context will be very realistic for a CA. They will be the junior working on the team responsible for auditing a client. As the student progresses through the game, their role could also progress and they could become the senior and then manager on the job.  1. Interaction  * I don’t anticipate there being any learner-learner interaction at this point, but there will definitely be a high level of interaction between the learner and the computer as the game will be designed to be very interactive.  1. Agency  * The environment will be learner-driven. The student has complete control and is the one deciding what they want to do next (what information to gather, what test to do, who to contact…). All this should give them a strong sense of agency.  1. Learning through doing  * The entire game is based on the concept of learning through doing. At this point, students should already have the requisite knowledge (obtained at university) and they are now learning to apply it.  1. Pause to reflect  * There will be no time limit on the game thereby giving students the necessary time to reflect on their decisions.  1. Learning through failure  * As students will be given the power to make their own decisions, they will also have the ability to make mistakes along the way.  1. Adaptivity  * As mentioned earlier both the problems will increase with difficulty and the students will be asked to take on more challenging roles as they progress through the game.  1. Character  * This game is a great opportunity for students to play the role of an auditor. The scenario is very realistic for a new CA.  1. Engagement  * If all of the above elements are properly implemented, then I believe the game will be engaging. |
| Other important information |  |